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ABSTRACT

A listing of effective schooling practices selected for use in the Alaska Effective Schooling Program is presented in this booklet, arranged in the five major categories identified in the research literature: leadership, school environment, curriculum, classroom instruction and management, and assessment and evaluation. The listing is accompanied by material briefly outlining plans for implementing the practices in Alaska's Northwest Arctic School District. Sample forms for use in the implementation process are also included. (PGD)

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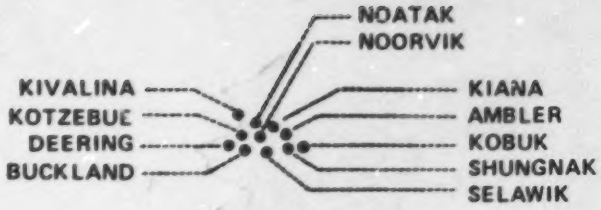

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IMPLEMENTING EFFECTIVE SCHOOLING PRACTICES

Dr. Martha Steckman

BACKGROUND

Research has identified specific schooling practices which, if they are visable components of the educational system, consistently result in quality educational programs and high levels of student achievement. Each of the five major components (leadership, school environment, curriculum, classroom instruction and management, and assesment and evaluation) incorporates from three to eleven elements which should be addressed to some degree for optimal progress to be made. The NWASD planned and implemented a strategy by which all five components of effective schooling practices and their elements were addressed.

GOAL

The goal of this presentation is to provide participants with a plan for implementing effective schooling practices into the existing educational system.

SET

Participants will review briefly the five components (leadership, school environment, curriculum, classroom instruction and management, and assessment and evaluation) of effective schooling practices. The elements of each component will be analyzed and a workable plan for integrating them into the system will be discussed. Person(s) responsible for implementation will be deliniated.

OBJECTIVES

1. Participants will become familiar with the elements in each component of effective schooling practices.
2. Participants will be able to identify the five major catagories of an educational system that must be addressed to fully implement effective schooling practices.
3. Participants will be able to identify the level in the system's hierarchy where the responsibility for implementation rests.
4. Participants will know at least two processes and/or activities for initiating a plan to integrate each major component of effective schooling practices into the current educational system.

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Effective schooling practices are ways to make schools better places for students to learn. They are procedures, approaches and attitudes which focus the entire school on helping students reach high levels of achievement.

Research shows that certain schooling practices are more effective than others because they help teachers and administrators provide better instruction—and they help students learn. A school environment conducive to learning, a clearly defined curriculum, focused classroom instruction and management, ongoing assessment and evaluation of students and programs and strong instructional leadership all help make schools effective.

The effective schooling practices listed in the following pages have been identified for use in the Alaska Effective Schooling Program, a statewide effort to improve Alaska's schools. These lists were compiled through a survey of educational research by the Northwest Regional Educational Laboratory in Portland, Oregon, under contract to the Alaska State Department of Education.

Using these effective practices, local schools and districts in Alaska will take charge of their future. They'll make Alaska's good schools even better.

1. LEADERSHIP: Fueling the fire and fanning the flame

A school with good leaders is bound to improve. Good leaders introduce ideas, get people involved, make decisions and keep everybody working until the job is done. Once the goals are set, school improvement takes time—and with good leadership keeping the school on target, every good school can get better.

1.1. *What the school needs*

- 1.1.a • By consulting teachers, parents, students and other community members, leaders collect opinions about what students should learn and what teachers should teach.
- 1.1.b • Leaders study schooling trends to compare local schooling with what's going on statewide or in other parts of the country.
- 1.1.c • Student achievement data is analyzed to find out student strengths and weaknesses.
- 1.1.d • All information is compiled, reported and used as the basis for choosing and initiating effective schooling practices that meet local needs.

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1.2. *What's working already*	1.2.a	• Leaders find out what effective practices are already at work in the school by systematically collecting and analyzing data and through investigating staff concerns.
	1.2.b	• Community perceptions of the school are assessed to be sure that public opinion is not reducing school effectiveness.
1.3. *Overall school* status quo	1.3.a	• Leaders prepare and present a full report of what's happening in the school to staff, board, students, parents and the rest of the community.
	1.3.b	• The report spells out how well the school is doing and how it can improve: identified needs, current practices, areas for change and effective practices that can make the school better.
	1.3.c	• Reporting the school *status quo* can increase awareness of and support for school improvement efforts in all segments of the community.
1.4. *Goals for change*	1.4.a	• Leaders develop priority goals for both what should be changed and how changes should be made. Goals are based on synthesis of data and opinions from staff, advisory groups, students and community members.
	1.4.b	• Priority goals are reported to all members of the community.
1.5. *A plan for improvement*	1.5.a	• Leaders research alternative ways to put effective practices to work. They look at various approaches, decide how to judge their local usefulness, and involve staff, community members and even students in developing recommendations for a plan of action.
	1.5.b	• After reviewing recommendations, a plan is adopted. Leaders then work to gain district support and approval for the approach and to make sure everyone knows about the selected school improvement plan.
1.6. *Getting the staff ready*	1.6.a	• Leaders work with staff to plan ways to prepare for improving the school. They define what the staff needs to know to implement effective practices, find out how much the staff already knows, and arrange necessary staff development activities to bring all staff up to speed.
1.7. *Lining up resources*	1.7.a	• Leaders list resources needed for school improvements, get whatever approvals are necessary, allocate local budget funds and make sure the school acquires the right stuff.

1.8. *Keeping the school on target*	1.8.a	• Leaders monitor and evaluate improvement changes according to criteria established with staff cooperation and approval. They periodically make suggestions for refinements, prepare progress reports and report at year's end about how goals have been met.
	1.8.b	• Leaders work to coordinate staff improvement efforts and continue keeping track of student achievement data to assess progress toward goals.
1.9. *Fine tuning*	1.9.a	• Leaders keep working to make sure changes are smooth and that selected effective practices continue to get the job of improvement done. Either once a year or every other year, they head up renewal efforts to keep improvements in tune with changing local needs.

2. SCHOOL ENVIRONMENT: We're all in this together

In effective schools, everybody works together to get the job of learning done. Students, staff and parents all take part. Expectations and goals are clear, motivation is high, school time is used for learning, and high achievement is rewarded. Learning takes teamwork. In effective schools, everybody counts.

2.1. *Students are expected to learn*	2.1.a	• Administrators and teachers have high expectations for student achievement.
	2.1.b	• Expectations are clearly defined.
	2.1.c	• Expectations are not reduced for any student: all students are expected to work toward priority goals.
	2.1.d	• Everyone accepts that school is a place for learning.
2.2. *Students are expected to behave*	2.2.a	• A written code of conduct specifies acceptable student behavior.
	2.2.b	• Students and staff are familiar with the code.
	2.2.c	• The code outlines criteria and consequences for unacceptable behavior, covering discipline, tardiness and absenteeism.
	2.2.d	• Students and staff are trained and reviewed in code use.
	2.2.e	• There are written procedures for using the code. Procedures are routine and quick to administer.
	2.2.f	• Disciplinary action quickly follows infractions and is always consistent with the code.
	2.2.g	• Discipline is administered in a neutral, matter-of-fact way; and the disciplinarian focuses on the student's behavior, not on personality.

	2.2.h	• Students are told why they are being disciplined, in terms of the code of conduct.
	2.2.i	• Out-of-school suspensions or expulsions are minimal: in-school suspension is used in most cases.
	2.2.j	• Follow-up and action for absenteeism and tardiness occur within one school day.
2.3. *There are expectations for staff*	2.3.a	• All staff believe that all teachers can teach all students and that all students can master all priority objectives.
	2.3.b	• Staff members are expected to meet specified performance standards and are evaluated through a monitoring system.
	2.3.c	• Teacher effectiveness concepts are used to develop criteria for teaching excellence.
2.4. *Everyone knows that time is used for learning*	2.4.a	• Disruptions are reduced to assure school time is primarily used for learning.
	2.4.b	• Building priorities, established collaboratively or by directive, emphasize use of time for learning and allocate time in accordance with district and building objectives.
	2.4.c	• Everyone understands time priorities, school communications highlight the importance of time for learning, and there are procedures to maximize learning time.
	2.4.d	• The school year calendar is organized to maximize learning time. Prior to adoption, new programs and procedures are evaluated according to their potential impact on learning time.
	2.4.e	• During the school day, unassigned time and time spent on non-instructional activities are minimal. School events are scheduled to avoid disruption of learning time.
	2.4.f	• The school day, classes and other activities start and end on time.
	2.4.g	• Standard procedures, known to students, parents and teachers, are used for messages to avoid interruptions during class periods.
	2.4.h	• Students are not pulled out of class: pullouts for non-academic activities (sports, counseling, etc.) routinely do not exceed one student per teacher per day; academic pullouts from regular classes are held to a minimum. Pullouts are monitored by administrators who take corrective action as necessary.
	2.4.i	• There are procedures for providing extra help after school hours to students who need it.

2.5. *There are incentives and rewards for students and teachers*

- 2.5.a • Students are rewarded for academic achievement and for excellence in behavior.
- 2.5.b • Student incentives and rewards are appropriate to student developmental levels and are consistently applied through explicit, objective procedures. All students have opportunities to work for rewards, which are chosen because they appeal to recipients.
- 2.5.c • Teachers are rewarded for excellence in teaching.
- 2.5.d • All staff have the opportunity to work for rewards, according to objective, explicit criteria and standards.
- 2.5.e • Teacher rewards are linked to student achievement.
- 2.5.f • At least some student and teacher rewards are made publicly. Some are immediate and some are delayed.

2.6. *Parents are involved*

- 2.6.a • Parents know their responsibilities for helping students learn.
- 2.6.b • There are building standards and procedures for involving parents and all parents are made aware of them.
- 2.6.c • Parents have various options for becoming involved in schooling.
- 2.6.d • Staff members provide parents with information and techniques for helping students learn (training sessions, handbooks, meetings, etc.).

3. CLASSROOM INSTRUCTION AND MANAGEMENT: *Teachers make a difference*

Students spend most school time in classrooms with teachers. Teachers set standards, organize lessons and establish routines: they get students ready for what they're expected to learn and help them learn it. When it comes to effectiveness in the classroom, what teachers do really makes a difference.

3.1 *Standards for how students behave*

- 3.1.a • Teachers let students know that there are high standards for behavior in the classroom.
- 3.1.b • Standards are written, taught and reviewed from the beginning of the year.
- 3.1.c • Students know that they are all expected to meet standards and clearly understand procedures and rules of behavior. They also believe they can meet those standards.

.2 *Clear routines and procedures*	3.2.a	• Class starts quickly and purposefully, and teachers have assignments or activities ready for students when they arrive. Materials and supplies are ready, too.
	3.2.b	• Students make sure they bring materials they need to class each day. They use readily available storage space as needed.
	3.2.c	• Teachers handle administrative matters in quick, efficient routines and keep class interruptions at a minimum.
.3 *Managing student behavior*	3.3.a	• Classroom rules are consistent with or identical to the building code of conduct and are appropriate to student developmental levels.
	3.3.b	• There are set procedures for discipline which are applied consistently to all students.
	3.3.c	• Teachers stop disruptions quickly, taking care to avoid disrupting the whole class.
	3.3.d	• Students who break rules are warned only once; the second time the student is disciplined according to procedures. Discipline takes place quickly and is clearly linked to the student's inappropriate behavior.
	3.3.e	• In disciplinary action, the teacher focuses on the student's behavior, not on personality.
.4 *Standards for learning*	3.4.a	• Teachers set high standards for learning and let students know they are all expected to meet them.
	3.4.b	• Students know what they are expected to learn and that they must meet basic objectives and classroom standards of quality.
.5 *Placement and grouping*	3.5.a	• Whole-group instruction is preferable, but smaller groups are formed when needed to make sure all students learn thoroughly.
	3.5.b	• Groups are heterogeneous, and students are placed according to individual achievement levels. Teachers avoid underplacement of students.
	3.5.c	• Teachers review and adjust groups often, moving students when achievement levels change.
.6 *Stage setting*	3.6.a	• Teachers help students get ready to learn. They spell out objectives in simple, everyday language and repeat them often. Teachers may post objectives in the classroom, and they regularly check to be sure students understand them.
	3.6.b	• Students understand objectives and are challenged to learn, particularly at the start of a difficult lesson. They know in advance what's expected and are ready to learn it.

3.7. *Instruction and direction*	3.7.a	• Teachers give students background information and clear written and verbal directions, letting them know that materials and lessons will help them reach learning objectives.
	3.7.b	• Students who succeed at learning learn more, so teachers select academic tasks that assure a high rate of success. Students have plenty of opportunity for both guided and independent practice.
	3.7.c	• During lessons, teachers ask clear, concrete, simple questions and make sure all students have a chance to respond.
	3.7.d	• Teachers assign homework students can successfully complete. Directions are clear, and students write them down to avoid forgetting them. Teachers check homework and give students quick feedback.
	3.7.e	• Parents help keep students involved in learning. Teachers let parents know that homework is important, give them tips on how to help students keep working, and let them know how students are doing. Parents keep track of student progress and help them follow through on homework.
3.8. *Time for learning*	3.8.a	• Teachers follow a system of priorities for using class time and allocate time for each subject or lesson. They concentrate on using class time for learning and spend very little time on non-learning activities.
	3.8.b	• Teachers set and maintain a brisk pace for instruction. New objectives are introduced as quickly as possible, and teachers give students clear start and stop cues according to specific time targets.
	3.8.c	• Students are encouraged to pace themselves, using the clock to time themselves as they complete lessons. If they don't finish during class, they work on lessons after school, during lunch or in other time so they keep up with what's going on in class.
3.9. *Review and reteaching*	3.9.a	• Teachers introduce new material as quickly as possible at the beginning of the year, semester or quarter, with a minimum review or reteaching of previous lessons.
	3.9.b	• Teachers reteach lesson content until students show they've learned it.
	3.9.c	• Teachers use regular reviews of key concepts and skills throughout the year to check on student retention.
3.10. *Interacting with students*	3.10.a	• Teachers pay attention to student interests, problems and accomplishments in social interaction both in and out of the classroom.
	3.10.b	• Teachers make sure they let students know they really care.

3.11. *Rewarding students*

3.11.a • Teachers set up systems for frequent and consistent rewards to students for academic achievement and excellent behavior. Systems are appropriate to the developmental level of students, and excellence is defined by objective standards, not by peer comparison.

3.11.b • All students know about the rewards and what they need to do to get them. The rewards are chosen because the students would like to have them.

3.11.c • Rewards are made in terms of specific student achievement. At least some are public (display of student work); some may be immediate and others delayed.

3.11.d • Parents are told about student successes and they encourage students to keep working toward rewards.

4. *CURRICULUM: Blueprint for learning*

The curriculum is a blueprint for learning—a clear picture of what students are expected to learn and how teachers can help them learn it. With a strong curriculum, a school has the goals, the process and the resources that can help students learn better and make it easier for teachers to teach.

4.1. *What students are expected to learn*

4.1.a • Instructional planning is consistent at the district, school and classroom levels. A limited number of priority objectives make it clear just what students are expected to learn.

4.1.b • At the district level, objectives are specified and sequenced by grade level; reviewed for technical quality, specificity and clarity; targeted for students according to development level and what they are expected to learn. Objectives are selected to represent a range of learnings and are teachable within an established timeframe.

4.1.c • At the building level, written objectives match school priorities and district guidelines, suit student needs and are prioritized within the school. Staff, students and the community know about the priorities. Responsibility for teaching objectives is assigned to teachers or within subject areas.

4.1.d • At the classroom level, objectives are developed and prioritized according to district and building guidelines; selected or approved by teachers; sequenced to facilitate student learning; and organized or grouped into units and lessons. Unit objectives are set in a timeline so teachers can use the calendar for instructional planning.

4.2. *Resources to help them learn it*

4.2.a • Learning materials, space available and special facilities, staff and other instructional resources are identified and catalogued to support objectives, particularly the highest priority objectives.

4.2.b • At the district level, resources are matched to objectives, include alternative media (textbooks, speakers, audio-visual aids); are checked for accuracy and are matched to student developmental levels.

4.2.c • At the building level, resources are readily available, matched to objectives and used in accordance with district guidelines. Non-district resources (businesses, consultants) are identified and correlated to objectives, match student development and are verified for accuracy.

4.2.d • In the classroom, resources match objectives being taught and the developmental level of students, and they are selected to reflect district and school guidelines. Resources are sufficient for all students as they need them, are clearly identified in unit and lesson plans and include alternatives that have been reviewed for content and appropriateness.

4.3. *Approaches that help teachers teach*

4.3.a • At district, building and classroom levels, a variety of instructional strategies and techniques are identified for each priority objective and are integrated among levels for consistency in the teaching of objectives.

4.3.b • Instructional strategies and techniques are appropriate for the developmental level of students, effective in helping students achieve objectives and include alternative approaches for teaching each objective.

4.3.c • In the classroom, strategies and techniques are described in unit and lesson plans. Student responses required in lessons are the same as those required by the lesson objectives and/or assessment items. Students are allowed and encouraged to demonstrate responsibility and self-reliance.

5. ASSESSMENT AND EVALUATION: Knowledge is power

Schools that measure how they're doing always know how to keep getting better. Regular assessment and evaluation of students, programs and staff tell schools whether they are meeting their goals—and whether the goals need to change. Once improvement begins, the more the school knows, the stronger and more effective it can get.

5.1. *Planning for student assessment*

5.1.a • Regular assessment of students and evaluation of results at the district, building and classroom levels monitor student progress toward learning objectives. Assessment methods and instruments are selected to measure learning objectives at each level.

5.1.b • Measurement is coordinated: district-level planning sets up district-wide measurement, and building and classroom level planning reflect district actions.

5.1.c • Coordinated planning results in integrated assessment and evaluation and eliminates duplication of efforts.

2. ***Finding out how they're doing and letting them know***

5.2.a • Student assessment is planned, regular, routine and causes minimal disruption of classroom instruction.

5.2.b • Testing results are reported quickly in terms of learning objectives on which students were tested.

5.2.c • At the district level, clearly stated assessment procedures are carried out by district staff. Major tests are announced well in advance to allow time for building and classroom scheduling. There are specific routines for scoring, storing, reporting and analyzing results.

5.2.d • At the building level, staff follow simple routine procedures for frequent collection, summarization and reporting of student achievement information. Individual student records are maintained about achievement, discipline and tardiness.

5.2.e • At the classroom level, teachers frequently monitor student learning, both formally and informally. Teachers know and use test development techniques to design valid, reliable assessment instruments. Assessment is routinely handled and students quickly hear results. Reports of results to students are simple and clear to help them understand and correct errors; and reports are tied to learning objectives.

3. ***Taking advantage of new information***

5.3.a • District, building and classroom assessment results are used to evaluate programs and target areas for improvements.

5.3.b • District and building level summaries of results are regularly reported to all staff and the community.

5.3.c • At the building level, results are compared with targets for progress and the staff hears about discrepancies.

5.3.d • Classroom teachers use results to find out if instructional methods are working.

4. ***Keeping teachers on target***

5.4.a • Written procedures for staff supervision and evaluation at the building level help teachers set and work toward professional growth objectives.

5.4.b • All staff are evaluated annually according to building criteria based on teacher effectiveness concepts and practices. Resources are made available to help teachers reach professional growth objectives.

5.4.c • Classroom observations are made according to an agreed upon, regular schedule to collect consistent information about teacher performance. Observations include monitoring the consistent application of the building code of conduct.

5.4.d • Teachers hear results of observations quickly, and staff is encouraged to discuss problems and concerns about school effectiveness. Building administrators establish troubleshooting routines for quick resolution of staff concerns.

Elements of Effective Schooling

Leadership

- Identifying School Needs
- Determining Implementation Level of Effective Schooling Practices
- Developing Status Report
- Defining Improvement Goals
- Planning Improvement Approach
- Preparing Staff for Improvement Implementation
- Securing Resources to Support Improvements
- Monitoring and Evaluating Implementation of Improvements
- Renewing Improvement Efforts Annually or Biennially

School Environment

- Expectations for Student Learning
- Expectations for Student Social Behavior
- Expectations for Staff
- Use of Time
- Rewards and Incentives
- Parent Involvement

Curriculum

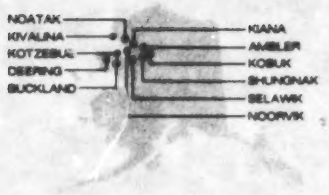
- Learning Objectives
- Resources
- Instructional Strategies and Techniques

Classroom Instruction and Management

- Expectations for Behavior
- Classroom Routines and Procedures
- Managing Student Behavior
- Expectations for Learning
- Placement and Grouping
- Stage Setting
- Instruction and Direction
- Use of Time
- Review and Reteaching
- Student/Teacher Interactions
- Incentives and Rewards for Student Achievement and Behaviors

Assessment and Evaluation

- Alignment
- Procedures
- Uses of Assessment Data
- Monitoring Staff Performance.



NORTHWEST ARCTIC SCHOOL DISTRICT GOALS

STEPS TOWARD ACHIEVING EXCELLENCE IN EDUCATION

GOAL AREAS FY 85 & FY 86

1. TO IMPROVE ACADEMIC ACHIEVEMENT IN THE BASIC SKILLS FOR ALL STUDENTS IN GRADES E.C.E. THROUGH 12.

2. TO DEVELOP AND IMPLEMENT A PLAN TO IMPROVE PARENT / COMMUNITY PARTICIPATION IN THE EDUCATION OF CHILDREN.

3. TO CENTRALIZE THOSE FUNCTIONS THAT:

   - ARE REQUISITE TO AN EFFICIENTLY RUN SCHOOL SYSTEM, AND
   - PROVIDE FOR EQUALIZATION OF EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS.

4. TO DEVELOP AND IMPLEMENT THE NORTHWEST ARCTIC SCHOOL DISTRICT EFFECTIVE SCHOOLING PLAN FOR INSTRUCTIONAL IMPROVEMENT.

5. TO IMPLEMENT A BOARD-APPROVED, COMPREHENSIVE, LONG RANGE PLANNING PROCESS INCLUDING POLICY PLANNING SEMINARS FOR AREAS OF CRITICAL CONCERN AS DETERMINED BY THE NWASD SCHOOL BOARD.

6. TO ESTABLISH AND IMPLEMENT A COORDINATED PLAN OF STAFF DEVELOPMENT.

7. TO RESEARCH AND DEVELOP A MODEL OF A PROGRAM DELIVERY SYSTEM FOR SMALL HIGH SCHOOLS DESIGNED TO OFFER STUDENTS A FULL RANGE OF COURSE OFFERINGS.

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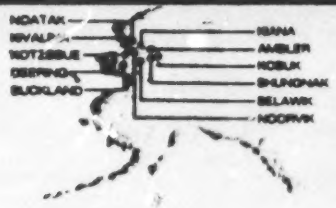

NORTHWEST ARCTIC SCHOOL DISTRICT
PLAN FOR IMPLEMENTING ELEMENTS OF EFFECTIVE SCHOOLING FY'85/FY'86

ELEMENTS OF EFFECTIVE SCHOOLING	PLAN FOR IMPLEMENTATION
DISTRICT / SCHOOL SITE	PROCESS AND / OR ACTIVITY

LEADERSHIP

BOARD / SUPERINTENDENT / PRINCIPAL

- Identifying School Needs
- Determining Implementation Level of Effective Schooling Practices
- Developing Status Report
- Defining Improvement Goals
- Planning Improvement Approach
- Preparing Staff for Improvement Implementation
- Securing Resources to Support Improvements
- Monitoring and Evaluation Implementation of Improvements
- Renewing Improvement Efforts Annually or Biannually
- Principal Inservice Training
  - NWASD Planning/Evaluation Process
  - Effective Schooling Practices
  - Clinical Teaching/Supervision/ Evaluation
  - Stress Management
  - Time-on-Task/Time Management
- Establish Board Goals
- Implement NWASD Planning/Evaluation Process
- Implement Program Driven Budget System

SCHOOL SITE	PROCESS AND / OR ACTIVITY

SCHOOL ENVIRONMENT

PRINCIPAL / EDUCATIONAL LEADER / CHANGE AGENT

- Emphasis on Learning
- Orderly Climate
  - Discipline
  - Organization
  - Plant Management
- High Expectations
  - Students
  - Staff
- Assess Progress
- Efficient Use of Time
- Rewards / Incentives
- Parent Involvement
- Principal Inservice Training
  - NWASD Planning and Evaluation Process
  - Effective Schooling Practices
  - Norm-Referenced Testing
  - Criterion-Referenced Testing
  - Time Management/Time-on-Task
- Principal Competency-Based Evaluation
- Teacher Competency-Based Evaluation
- Implement Effective Schooling Practices
- Implement NWASD Student Assessment Program
- Parent / School Contract

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DISTRICT/SCHOOL SITE	PROCESS AND/OR ACTIVITY

CURRICULUM

- Learning Objectives
- Resources
- Instructional Strategies and Techniques
- NWASD Planning and Evaluation Process
- Curriculum Validation (Mapping/Alignment)
- Program Driven Budget System
- Clinical Teaching/Supervision/Evaluation

SCHOOL SITE	PROCESS AND/OR ACTIVITY

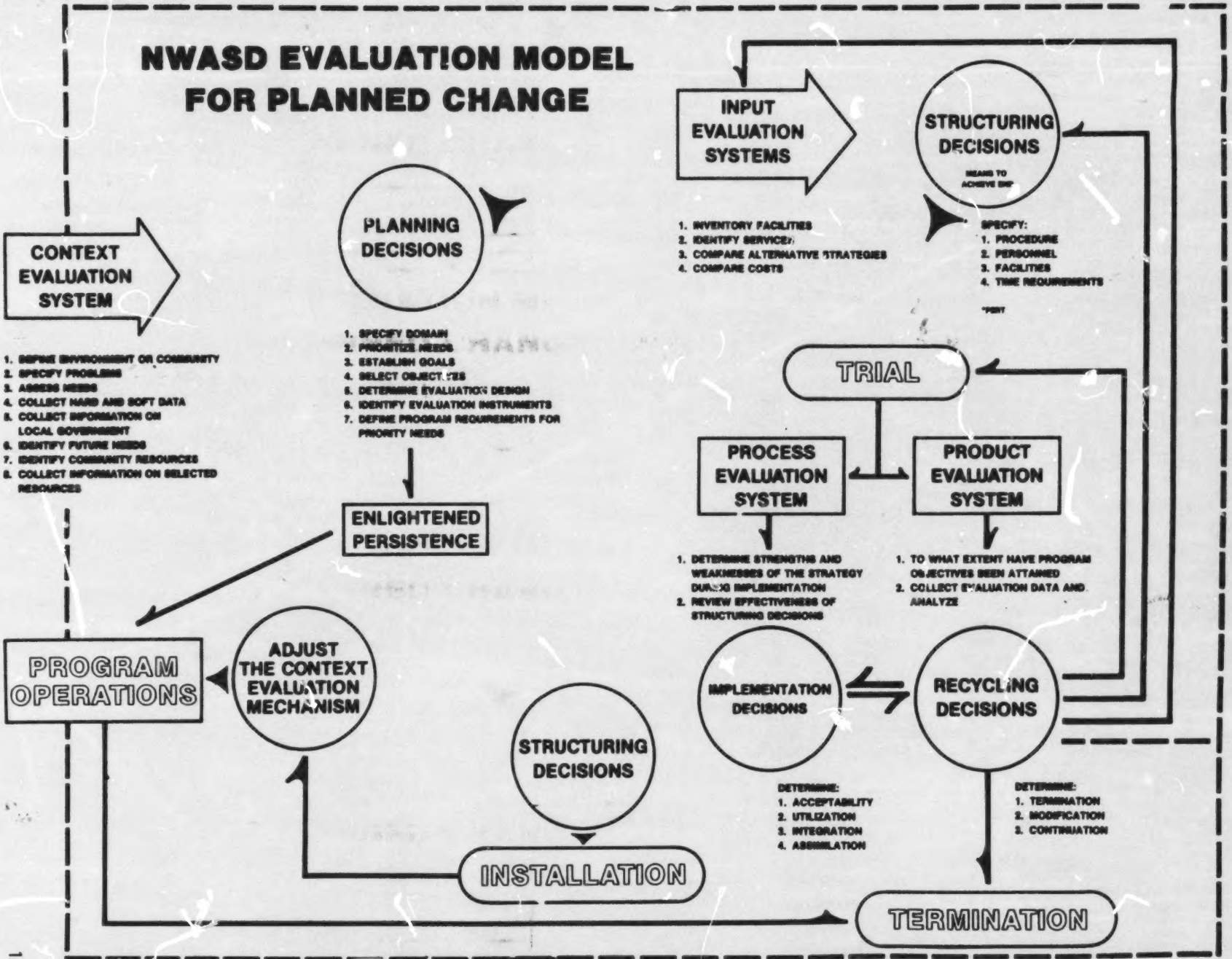
CLASSROOM INSTRUCTION AND MANAGEMENT
TEACHERS MAKE THE DIFFERENCE

- Expectations for Behavior
- Classroom Routines and Procedures
- Managing Student Behavior
- Expectations for Learning
- Placement and Grouping
- Stage Setting
- Instruction and Direction
- Use of Time
- Review and Reteaching
- Student/Teacher Interactions
- Incentives and Rewards for Student Achievement and Behaviors
- Teacher Inservice Training
  - Clinical Teaching/Supervision/Evaluation
  - Behavior Management
  - Time-on-Task
  - Lesson Design
  - Mastery Learning
  - Precision Teaching
  - Norm-Referenced Testing
  - Criterion-Referenced Testing
- Competency-Based Evaluation (Teacher)

DISTRICT/SCHOOL SITE	PROCESS AND/OR ACTIVITY

ASSESSMENT AND EVALUATION

- Alignment
- Procedures
- Uses of Assessment Data
- Monitoring Staff Performance
- Curriculum Validation (Mapping/Alignment)
- NWASD Planning and Evaluation Process
- Norm-Referenced Testing
- Criterion-Referenced Testing
- Competency Based Evaluation
  - Principals
  - Teachers
  - D.O. Personnel



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UNIT _____ ADMINISTRATOR _____ DATE _____

GOAL / PROJECT / TASK	RESPONSIBILITY	EXPECTED TIMESPAN	COMMENTS

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UNIT _____ ADMINISTRATOR _____ DATE _____

GOAL / PROJECT / TASK _____ RESPONSIBILITY _____

EVENT	TIMESPAN 1984 J	F	M	A	M	J	J	A	S	O	N	D	1985 J	F	M	A	M	J	J	A	S	O	N	D

NORTHWEST ARCTIC SCHOOL DISTRICT

PLANNING SHEET I

YEAR_____

ENRIVONMENT/COMMUNITY_____ SPECIFIC DOMAIN_____

GENERIC GOAL_____ BOARD GOAL_____

PROBLEM(s)	IMMEDIATE NEEDS (PRIORITIZED)	FUTURE NEEDS (PRIORITIZED)

NORTHWEST ARCTIC SCHOOL DISTRICT

PLANNING SHEET II

FOR

IMMEDIATE NEEDS

GOAL(s)	OBJECTIVES	ACTIVITIES	PERSON(s) RESPONSIBLE	TIME	EVALUATION

NORTHWEST ARCTIC SCHOOL DISTRICT

PLANNING SHEET III

FOR

FUTURE NEEDS

GOAL(s)	OBJECTIVES	ACTIVITIES	PERSON(s) RESPONSIBLE	TIME	EVALUATION

NORTHWEST ARCTIC SCHOOL DISTRICT

PLANNING SHEET IV

PROGRAM ABSTRACT FOR IMMEDIATE NEEDS	PROGRAM ABSTRACT FOR FUTURE NEEDS

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Northwest Arctic School District

PARENT / SCHOOL AGREEMENT

A TEAM EFFORT

The education of a child is a team effort, involving the dedicated efforts of the school, parents, students and the entire community. The school recognizes each child as a unique individual and provides opportunities for children to learn, develop and succeed to their fullest capabilities. Through quality teaching and a well-articulated curriculum, the schools help students master skills which are basic to life and provide learning materials and environments to match various learning styles. Basic, also, are experiences provided by schools which help students feel good about themselves and their potentials. The schools help students learn to coordinate the use of their minds and bodies through health and physical education programs. And, the schools encourage students to learn, to work, and play together, to be good citizens, and to be responsible for their own actions. The schools monitor each child's progress and communicate with parents on a regular basis.

The support of the total community is needed for good education, through example, and through its commitment of energy, spirit and financial support. And, of course, students are expected to make the most of their learning opportunities.

AS A PARENT

I feel that education is a team effort and shall work to do my part in the education of my children. As a parent, here are some things I agree to do:

I shall be proud of my children and show it. I shall talk with and listen to them daily, to provide support and encouragement.

I shall see to it that my children get adequate sleep and I will feed them well.

I shall show my children that school and learning are important.

I shall support the school by getting to know my children's teacher, learning about school programs, and helping them in any way I can.

I shall set aside a portion of the day for my children to have a quiet place to study.

I shall teach my children the goals of Iñupiaq Ilitqusiat, emphasizing respect and responsibility.

I shall encourage pride in our school, village, state and nation.

I shall give my children work at home so they will be able to learn to live alone.

I shall become interested and involved in school and community activities, and attend school meetings.

I shall let the teacher know of any problems outside of school which might affect my children's school work.

I shall support the school in its efforts to maintain proper discipline.

(Continued on back)

AS PROFESSIONAL EDUCATORS

We believe that education is a team effort. We shall work to do our part in the education of your children. As educators, here are some things we agree to do:

We shall have high expections for student achievement.

Our expectations will not be reduced for any student: all students will be expected to work toward priority goals.

The school will have a written code of conduct with specifies acceptable student behavior.

The code of conduct will be stated clearly and publicized to all students.

There will be written procedures for using the code. Procedures will be routine and quick to administer.

Disciplinary action will quickly follow infractions and will be consistent with the code.

Discipline will be administered in a neutral, matter-of-fact way; and the disciplinarian will focus on the student's behavior, not on personality.

All staff members will be evaluated using a cooperatively developed instrument which promotes improvement of instruction, and provides due process in any decisions affecting employment.

All staff members will be responsible to see that the school day, classes and other activities start and end on time.

The school will implement procedures for providing extra help after school hours to students who need it.

(Continued on back)

AS A PARENT

I shall be involved with my children in activities such as fishing, berry picking, hunting, traveling, playing games together, having picnics, camping, going shopping together, and so on. (Planned family outings should occur after school, on weekends, on holidays and during summer vacation.)

I shall place limits upon the number of times my children are away from school during academic learning times.

I shall set an example by reading to my children and letting them see me reading for both fun and learning.

I shall take a certain amount of time each day for myself. During that time I shall be thankful for my children and my other blessings.

I shall give my children at least one hug a day and let them know how much they are loved.

Agreed to by:

_____

PARENT (Sign and Return to School)

AS PROFESSIONAL EDUCATORS

The school will implement a system by which students are rewarded for academic achievement and for excellence in behavior.

All staff members will be responsible to provide parents with information and techniques for helping students learn (training sessions, handbooks, meetings, etc.).

All teaching staff members will be responsible to assist all students in attempting to master lesson content.

The school will provide written objectives which match school priorities and district guidelines, suit student needs, and are prioritized within the school.

The school, within budgetary limits, will provide qualified instructional staff, appropriate learning materials, needed media, and satisfactory facilities.

The school will provide for regular assessments of students and evaluation of results.

The school will report testing results quickly in terms of learning objectives on which students were tested.

Testing results will be compared with targets for progess and the staff will plan programs to minimize discrepancies.

Agreed to by:

_____

TEACHER

Agreed to by:

_____

PRINCIPAL